
AP[®] World History: Modern

Sample Student Responses and Scoring Commentary Set 2

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Short-Answer Question 2

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Question 2: Short Answer Primary Source**3 points****General Scoring Notes**

- Each point is earned independently.
- **Accuracy:** These scoring guidelines require that students demonstrate historically defensible content knowledge. Given the timed nature of the exam, responses may contain errors that do not detract from their overall quality, as long as the historical content used to advance the argument is accurate.
- **Clarity:** Exam responses should be considered first drafts and thus may contain grammatical errors. Those errors will not be counted against a student unless they obscure the successful demonstration of the content knowledge, skills, and practices described below.
- **Describe:** Provide the relevant characteristics of a specified topic. Description requires more than simply mentioning an isolated term.
- **Explain:** Provide information about how or why a historical development or process occurs or how or why a relationship exists.

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- A** Identify one reason United States officials were concerned about communism as noted in the first paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- The Cold War struggle between pro- and anti-communist forces played out on a global scale, including the African continent.
- United States officials were concerned that the Soviet Union would seek to spread its support for communism to the developing world.
- United States officials may have been concerned that if one African country were to fall under the influence of the communist Soviet government, more African countries may follow suit.

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- B** Describe the historical situation that resulted in the “system of colonialism” referred to by the author in the second paragraph of the passage. **1 point**

Examples of acceptable responses may include the following:

- Beginning in the fifteenth century, European states began establishing trading post empires on the coasts of Africa to obtain slaves and sought-after trade goods.
 - In the nineteenth century, Great Britain, France, and Germany, and, to a lesser extent Portugal, Spain, and Italy, carved out and took over most of the territory of the African continent in the “Scramble for Africa.”
 - Economic and military rivalries between European powers as well as resistance and/or accommodation from African rulers and states shaped the process of European colonization.
 - In a small number of African territories, European migration resulted in the establishment of settler colonies.
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- C** Explain one way the source reflects the political situation in Africa during the second half of the twentieth century. **1 point**

Examples of acceptable responses may include the following:

- The source’s reference to the impending threat of communism becoming established in Africa reflects the political situation in Africa during the Cold War as the United States and Soviet Union were jostling for influence.
 - The author’s reference to the “discredited system of Colonialism” by Europeans shows the ongoing struggle of many African nations to liberate themselves from imperialism.
 - The author’s reference to “an aid package for Africa similar to the Marshall Plan” associates the continent’s struggle to rebuild during decolonization with the rebuilding of Europe after the Second World War.
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A. One reason United States officials were concerned about communism as noted in the first paragraph of the passage was the conflict between the United States's own economic system of capitalism. Communism, which believed in government interference within the economy, is a direct opposition of capitalism, which believed that the economy was decided by consumers and supply and demand. These conflicting ideologies led the United States to prioritize the limit of the spread of communism throughout the world.

B. The historical situation that resulted in the "system of colonialism" referred to by the author in the second paragraph of the passage is the imperialism of Africa by European states that stemmed from economic superiority. European states were able to colonize Africa because it was able to industrialized and manufacture weapons that Africa weren't able to resist against. This allowed Europe to colonize Africa and extract the raw materials in Africa, furthering the wealth and industrialization of the European state while depleting the resource and labor of Africa.

C. One way the source reflects the political situation in Africa during the second half of the twentieth century is its desire of decolonization. Decolonization is the process of independency of states in Africa and elimination of colonial rule within the region. The source promises the prevention of the spread of communism in Africa with its encouragement that the United States should support Africa's decolonization efforts through financial aid to support anti-colonialism.

A. One reason United States officials were concerned about communism as noted in the first paragraph of the passage was to prevent such a great disaster from taking place.

B. The historical situation that resulted in the "system of colonialism" referred to by the author in the second paragraph of the passage is that in the 1450s-1900s, European powers such as Britain, France, and Spain, saw the riches that Africa had to offer. Because of this, they decided to colonize those countries and get the riches they sought.

C. One way the source reflects the political situation in Africa during the second half of the 20th century is that most African states were recently or wanted to be free from colonialism and wanted to be free and independent from other powers. During the 1900s, African states started gaining independence from their colonizers and because of this, they didn't want to be controlled by another form of power like communism and capitalism. During the Cold War, the United States and the Soviet Union started capturing other states and converting them to Capitalism or Communism, using them in their fight against each other. This shows that since many African states were newly independent and free from colonial powers, they wanted to create their own independent countries under an independent government.

A reason why United States officials were concerned about communism was due to equality. Communism has roots in equality but has many disasters that can take place. An example would be wars starting against people who oppose Communism to make things worse. If communism were to start in Africa, the United States wouldn't be able to help Africa anymore.

The historical situation that resulted in the "system of colonialism" would be the Scramble for Africa. In the early nineteenth century, Europe's main colonies had been invading Africa to have control and more land to expand. This led to almost all of Africa to be colonized and unable to have true freedom on their own. The author is against this form of colonization and would prefer to have initiatives put against this and to help Africa become free.

One way the source reflects the political situation in Africa would be the concern for equality. Equality for all of the races to be peaceful. The Africans are in full support for racial equality and the Americans would like peace with them. The source discusses topics about disaster and equality; The United States wants to help Africa become truly free and Africa isn't currently free during the second half of the twentieth century.

Short Answer Question 2

Note: Student samples are quoted verbatim and may contain spelling and grammatical errors.

Overview

NEW for 2025: The question overviews can be found in the *Chief Reader Report on Student Responses on AP Central*.

Sample: 2A

SAQ Part A Score: 1

SAQ Part B Score: 1

SAQ Part C Score: 1

Total Score: 3

The response earned 1 point for Part A because it identifies the United States' ideological opposition to communism as a reason for why United States officials were concerned about communism, as noted in the first paragraph of the passage.

The response earned 1 point for Part B because it correctly describes how European technological superiority and demand for raw materials resulted in the "system of colonialism" referred to in the second paragraph of the passage.

The response earned 1 point for Part C because it correctly explains decolonization movements as one way the sources reflect the political situation in Africa during the second half of the twentieth century.

Sample: 2B

SAQ Part A Score: 0

SAQ Part B Score: 1

SAQ Part C Score: 1

Total Score: 2

The response did not earn the point for Part A because it only mentions preventing a "disaster" without identifying a valid reason for the United States' concerns about communism, as noted in the first paragraph of the passage.

The response earned 1 point for Part B because it correctly describes how, from 1450 to 1900, various European nations' desire for material wealth from Africa resulted in the "system of colonialism" referred to in the second paragraph of the passage.

The response earned 1 point for Part C because it correctly explains African countries' desire for independence, as well as efforts by the United States and the Soviet Union to spread their ideologies in Africa, as one way the source reflects the political situation in Africa during the second half of the twentieth century.

Short Answer Question 2 (continued)

Sample: 2C

SAQ Part A Score: 0

SAQ Part B Score: 1

SAQ Part C Score: 0

Total Score: 1

The response did not earn the point for Part A because, while it mentions equality in the first paragraph, issues of equality alone were not a valid reason for the United States' concerns about communism.

The response earned 1 point for Part B because it correctly describes how the Scramble for Africa resulted in the “system of colonialism” referred to in the second paragraph of the passage.

The response did not earn the point for Part C because its discussion of “concern for equality” does not explain how the source reflects the political situation in Africa during the second half of the twentieth century.